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Some revolutionary shifts in attitudes about teacher education are basic to change. Rather than defend the present state of teacher education, teacher educators must provide (1) a new political power base capable of securing adequate finances for quality teacher education; (2) a recruiting system which properly selects and screens talent for teaching; (3) a new system of incentives based on performance and ability rather than years of service and credits earned; (4) a partnership which includes teachers, universities, school districts, communities, and related agencies; (5) data to support or refute the nature of teacher education; (6) a means to study, evaluate, and reformulate teacher education objectives which will be more responsive to societal changes; (7) adequate procedures and supervision of licensing that will contribute to professional standards; and (8) retraining for teachers through graduate inservice opportunities with the total support of the profession. Teachers must work in classrooms that are laboratories for learning and maintain professional dialogue. Additionally, if teacher behavior is changed, parents, whose maximum support is essential, must be made aware of the reasons for this change. (Author/SG).

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NEEDED: A REVOLUTION IN TEACHER EDUCATION

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So many articles glibly identify the themes influencing teacher education as differentiated staff roles, team teaching, individualized instructional patterns, programmed learning, teachers utilizing technology, modular scheduling, computers rescuing the teacher or the middle school movement providing legitimacy for changing the junior high school.

A few writers have predicted that business, industry, and government will develop programmed materials to save American education. The implication being that teacher education will not deliver sufficient solutions soon enough to make the difference.

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Some have wished that the Vietnam War be concluded quickly in order to release the national dollar for remodeling American education in a grand manner befitting the last third of this century. As if money were the biggest and best solution to our severe urban education problems.

Even with the existence of dynamic curricular materials or technological gadgetry, no writer has denied the continued need for good teachers in every classroom. The 1968 purview includes a) a severe shortage of talented teachers, b) licenses granted to almost any degreed person without a test for competency, with minimal orientation and supervision, c) undergraduate teacher education failing to attract the most talented young people, d) many of us guilty of lecturing about theory and methodology and failing to model it successfully.

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In fact the models in our practicum environments are seldom innovative or consistent. e) budgets for teacher education are meager and fail to provide adequate materials, technology, trained supervisors or systematized evaluation, f) graduate and in-service teacher education that is antiquated, unimaginative, and not relevant to solving the crucial instructional problems at the classroom level. To continue to teach and enroll in less than vital college experiences, we all stand indicted with little collective defense.

Some revolutionary shifts in attitudes about teacher education are basic to change. Rather than become defensive...lets option for some intellectual honesty in teacher education and admit that we must provide:

1) a new political power base capable of securing adequate finances for quality teacher education

2) a recruiting system which properly selects and screens talent for teaching

3) a new system of incentives for performance and mastery unlocked from years service and credits earned

4) a partnership which includes teachers, universities, school districts community, and related agencies

5) the data which would support or refute the nature of teacher education

6) the means to study, evaluate and reformulate teacher education objectives in a manner more responsive to societal changes

7) adequate procedures and supervision of licensing that will not make a sham of "professional"[1] standards

8) retraining for teachers through graduate in-service opportunities with total profession support

The present state has each man or woman doing his own "graduate thing" with little relationship between solving real problems of instruction and mastering new competencies for teaching. The revolution must begin with each of us

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[1]Professional and profession are closed in quotes to indicate a state of becomingness throughout the article.

examining our own behavior in teacher education. Do we want to establish a "profession" worthy of public trust and admiration? The militant behavior by teachers across the country during the past seven years is an encouraging sign that educators can develop sufficient commitment to ideas which will cause them to act. Of course, our behavior still focuses primarily upon gaining a respectable wage and benefits, but we shall mature to view our purpose as competent providers of quality education for children and youth.

Let us hope that as we withhold services, impose sanctions or exercise political power, that we include concern and proposals for revolutionizing teacher education. Both pre-service and in-service education must be linked and become the concern of all. New coalitions of creative energies must spring forth to speed change in teacher preparation and continued teacher growth. Universities, school districts, teacher organizations, state departments, and other related agencies must join forces quickly. No single institution will be able to effect change in the 1970's.

Teacher education still represents an outmoded producer-consumer posture. Institutions of higher learning produce, school districts consume and discard several of the annual production of beginning teachers. Very few local teacher organizations consistently participate in the induction, orientation, and in-service provisions for professional growth of teachers. We can not realize a "profession" until we assume some responsibility and accountability for our own members. Until all teachers insist that supervisors of student teachers, interns, and new teachers represent relevant training, time to supervise, recognition, and direction in well organized programs, many more young people will join the reported 50% drop-out rate in teaching.

School districts prodded by faculty must soon assume responsibility for in-service education of teachers and administrators. The nature of graduate education and the solution of district problems will not change until all educators demand a new order. Each district must recognize that its program is no stronger than its faculty. Teaching skills and knowledges should be renewed continually. Time to study, to plan, and prepare materials are teaching functions as important as talking and testing. Only when we demonstrate by our changed teaching behavior that better programs can result from better prepared teachers will the public increase its financial support. Only when we attack the severe learning problems successfully will the public regain its confidence in our efforts. Unless we are willing to be accountable for our failures with children, we have little chance in the future of having our demands for higher wages being met by a disenchanted public. Somehow we must see the relationship between our record of success and failure with youth and the rate of increase in reward for services rendered.

A new partnership is needed, and a new attitude of honesty and accountability for our instructional record must be adopted. Given a new coalition of teacher education partners with effective political force, what changes need be wrought?

Establish New Induction Patterns

Reaching into our high schools each of us must begin to identify those youth with sufficient talents to teach others. The faculty of a school district can and should begin providing opportunities for young men and women to assist and talk about the meaning of teaching. The Future Teacher Clubs have provided one model, but is every teacher honestly supporting the local FTA program in a "professional" manner. When did you last identify and recruit a young person for teaching? Did you encourage his participation in the FTA? Did you make

possible opportunities to assist you or other teachers? Are scholarships provided by the local teacher chapter? When did you recommend a young person to your university for teacher candidacy?

In college we need better advisement, closer relationships between senior faculty and beginning freshman teacher candidates. More opportunities must be provided for the aspirant to witness and participate in exemplary teacher education environments. During undergraduate and graduate experiences, more practicum achieving solution of persistent problems should be provided. The development of competencies of working with human behavior are more likely to be nourished by testing hypothesis than theorizing, let the theory result from practice. Laboratory and field settings should be the locale and genesis of professional teacher preparation. Theory, foundations, methodological focci should be directly linked to the actual practice with and solution of human learning concerns.

Develop A New Linkage Between Pre- and In-service Teacher Education

A new partnership could support the creation of training links between pre-certification and in-service programs. The inconsistencies in teacher behavior which currently exist in the theoretical approaches in college and the practices of our experienced licensed teachers must be rectified through new approaches. Each of us fosters the separation of worlds. We first must close the gap in our pre-service training, and provide a model for all school districts. Each university or training institution should develop a network of settings which best portray the latest advances in teacher education and sound programming by a public school. Let us use these networks to also develop new patterns of in-service teacher education in common environments where pre-service teacher education is functioning. Graduate teacher education should be located in these same environments rather than solely on our campuses.

Clinical Settings for Preparation

A clinical environment is needed in teacher education that would have three component functions: 1) a service function to the children and youth being educated, 2) a teaching function for the students of education preparing to enter teaching, or experienced teachers-in residence for re-training, 3) a research function to serve teacher education and the supporting school district through directed observations, recorded data about selected human behavior, or controlled development of materials, and deliberate evaluation procedures.

Few clinical environments currently exist in teacher education, especially in the context of the "here and now society." [2] Almost none feature a thematic approach whereby a university and school district with full support from teacher organizations have established a school setting for teacher training, curriculum refinement, materials development, systematic behavior analysis, and evaluation.

The clinical settings would accommodate all the pre-service roles including observer, tutor, assistant teacher, student teacher, and intern teacher. Importantly, the in-service dimension of teacher education would receive greater priority in more visible and carefully established environments. Experienced teachers would be assigned in residence for varying periods of time in order to facilitate their training to new tasks or differentiated roles. University graduate credit or competency experiences would be designed for the clinical setting. A cooperating school district and the representative teacher organization would need to support more flexible personnel policies which would permit the reassignment of faculty for training purposes during the professional week and year.

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[2] The Michigan State University Macomb Teacher Education Center located in Warren, Michigan is an example of a coalition base for supporting thematic clinical settings.

A clinical teaching staff would be cooperatively selected by the partners in the new teacher education coalition. The resident staff would be of permanent composition blended with teachers for brief tours of teacher assignment. Whole faculties could be retrained by selective residence within the clinical environment over a period of time. The relevancy of training could be carefully designed, controlled, and measured in such settings. By example, the universities, cooperating school districts, teacher organizations in those districts, the state agencies most heavily involved in pre-service teacher education might create the models which could be modified and established in each school district in the commonwealth.

Teacher Education in Each School District or Region

It may not be possible for every school district to establish a model clinical setting for teacher growth, but certainly a multi-district or county approach might be workable. Note: This is not a return to the county normal! In the model clinical setting our best teachers would practice with children and youth those techniques for which the "profession" has the greatest amount of supporting data of success with learners. New materials would be developed, tested and implemented with children. The most severly retarded learners would gain the attention of a highly skilled faculty and consultant staff. A percentage of the faculty and staff of the model clinical setting would be fluid in assignment. Teachers would be moved into this teacher education environment for varying periods of a year for re-skilling, and refresher courses. University courses would be convened in these settings during the professional day. University faculty would be deployed away from the campuses for portions of the year in order to staff these field clinics. Certainly the number and proximity of the many higher education institutions in Pennsylvania would make possible the development of a network of clinical centers close to most districts.

Graduate Teacher Education on the Campus

The teacher education revolution will not occur through late evening classes or summer school courses separated from the realities of practice. Teacher education must occur during the entire school year of twleve months. We must face the cost of time and money in taking whole or portions of building faculties off the instructional line for re-training in teams or groups. The impact of numbers of re-trained teachers will immediately out distance the singular, isolated, and unrelated approaches of each of us doing our "graduate thing." To be sure, some graduate education can still be done on our campuses, but not more lecture to masses behind the halls of ivy. Campus based graduate work must honestly utilize the library, the laboratory, the seminar, and the human resources exemplified by the community of scholars. Late afternoon classes for resident scholars is a dishonest pattern for the 1970's. Individualized approaches to higher education must be created immediately to prove to teachers that they can do the same with their pupils. Only by example will we precipitate the revolution sorely needed in instruction. Campus residence to study with the senior faculty must not mean study with lesser scholars resulting from the absence of the full professors who are traveling or captured by research priorities demanding time away from seminars. Enough of structure, what will be the content of teacher education?

Teacher Education Content Re-examined

Let's assume we will work with candidates who evidence care for and commitment to mankind, not just love for children, but a renewed dedication to ideas, inquiry processes and inter-disciplinary concept relationships. Each of us separately and in concert must become politically astute in cooperating with our liberal arts colleagues in also renewing their courses and sequences.

The liberally educated teacher need not be vocationally oriented, but he or she must be subjected to new experiences in the natural sciences, mathematics, language for world citizens, the social sciences, and the important humanities. The tired old majors and minors or subject concentrations must be revitalized for a society of 1980. The tendency to look backward must not blind us to the challenge of the future. If new demands are added to undergraduate and graduate curricula, old requirements must be eliminated or up-dated. Courses, credit hours, grades must give way to creative efforts in testing for competencies in content and implementation behaviors for teachers. It is our task to translate knowledges into meaning for future learners, assisting them in relationships, inventions, and adaptations to a changing society. The communication lines between educationists and the content purists must be joined in order to solve the great issues of peace, race, poverty, and justice.

The proposed teacher education content, together with new political and financial support, could break educational innovation out of the confines which have developed since the last sign of educational movement in 1958, the year after Sputnik. Teacher education has never kept pace with the significant innovations in instruction.

The main themes of educational reform suggest teaching ideas not facts, teaching students competencies of inquiry, preparing students for group responsibility and accountability, for individualizing instruction, and utilizing independent study as the key to learning.

The newer approaches to teacher education...interaction analysis, micro-teaching, simulation...have not closely linked with the reform themes. New programs should prepare teachers to teach in terms of the innovative themes with particular emphasis on individualizing instruction for each child.

Teachers must receive the type of training which would also help them generalize individualizing strategies in traditionally organized settings.

Practicums would be conducted in innovative schools whose programs exemplify the reform themes with the full support of the "profession." Both the liberal arts and professional segments would be competency based with students being required to demonstrate mastery of the units comprising the program. The candidate rate of progress through a program would depend on the rate of mastery.

To establish the basis for individualizing the college programs, professors involved in teacher education in all segments of the university would receive new training.

The huge task of up-dating experienced teachers throughout a career mandates that common innovative curricula and training environments be established for pre-service and in-service aspects of teacher education. Mastery criterion would also be applied to veteran teachers in the renewal process.

An Expertise in Something

The self-contained organizational pattern of the present must give way to better utilization of the adult guide of youth. Teachers suffer the human frustration resulting from mastery of nothing, but responsibility for everything. Let us get smart and make it possible for each teacher to master a content, some communication processes, possess an adequate understanding of human capacity, and evidence skill in design, analysis, and evaluation for any instructional setting.

Some Needed Teacher Competencies

The broad framework for teacher education has been described in order to place the particularized preparation of a teacher. The selection for training would be based upon evidence of acceptable behavior with youth, and adequate commitment in addition to current criteria. The training to competency level is dependent upon consistent models of instructional behavior directly related to new organizational patterns to accommodate the curriculum.

A few of the skills demanded of the teacher are listed as follows:

1. skill in developing pupil self-appraisal and acceptance in the broad context of human development
2. skill in providing for and encouraging individual learner self-direction closely related to his characteristics and readiness
3. skill in providing and maintaining a learning environment which fosters relevant skill development, inquiry, discovery, problem solving, critical or imaginative thinking through individual and group processes
4. skill in exploring with youth the structure, concepts, classes of phenomena, and relationships within and among the several content disciplines
5. skill in selecting and utilizing varied media and communication devices through corporate participation by the learners
6. skill in personal appraisal and systems analysis including feedback mechanisms with learner involvement
7. skill in design, refinement evaluation, and reformulation of program and materials as related to society, knowledge, the learner, relevant theories, and personnel development

Differentiated Preparation

The differentiated staff theme will pervade training for the 70's. The teacher, assistant teacher, and auxiliary aide functions within a classroom are rapidly emerging in special programs, research projects, and in innovative school districts. This should also cause a re-examination of team teaching which has been poorly implemented for lack of adequate in-service teacher training and it's complete absence in pre-service education in the colleges and universities.

Differentiating staff functions will provide an opportunity for the "profession" to examine teacher candidate commitment levels. Those who evidence maximum application should be enrolled in the most extensive uniquely designed preparation patterns including internship which facilitates a framework for real linkage of practice with theory.

For those young people who only desire an insurance policy, or a meal ticket to satisfy father, teacher educators should be relieved of the frustration of over-expectation and cease to waste our university and school faculties on the uncommitted. Instead we would as a "profession" temporarily relegate these individuals to assistant teacher roles at salaries well below the schedules and potential income of the thoroughly prepared career person. American education will of necessity have to depend on these short term minimally qualified, and weakly committed candidates. Differentiated roles will provide an opportunity to consider differentiated preparation, and finally differentiated rewards based upon commitment, competency, and design of training.

Differentiated Incentives

Let's risk financial security based upon years of service and credits accumulated for the authority of competence based upon performance. The "profession" must quickly establish an incentive system which will attract talent, encourage growth, and reward performance. Statesmanship can help us mature beyond salary schedules and fringe benefits.

Every Classroom a Laboratory

Let's accept the condition that teachers practice with human behavior, ideas, concepts, communication processes or methodologies, and evaluation or design of strategies and materials. We must learn to precisely hypothesize and test whether it be for a single child or a small group of learners. Our skills in establishing controls and accounting for variables have to be developed. The data we collect must feed the present capability to store and retrieve. Data about children, about concepts, informations, growth, masteries must be organized and utilized to generate better instructional materials and strategies for children in more classrooms.

The exciting challenge in each classroom has not been clarified for a sufficient number of new teachers, thusly they frustrate and drop-out because we never reach them as a "profession." The classroom is a laboratory for every participant to learn, primarily the teacher.

A Professional Dialogue in Every Building

If we insist on shorter days with children and more time for study, planning, and material development, then we have an obligation NOW to begin talking about professional matters when in the building. We have only 1,000 hours each year with each learner, so little time to think and plan with him about his growth.

Each of us can do our part by clearing out the conversation clutter that prevails in too many areas of too many buildings at present. Why not act like a "professional" and begin talking like one too?

Teacher Education and the Community

Our revolution will of necessity need the support of the community. If we change teacher behavior, parents and general public must understand the reasons. Twenty years with the Parent Teacher Association (P.T.A.) causes me to seek for an abandonment of this vehicle as a non-relevant entity in the 70's. As teachers we should become imaginative with new ways of linking with the community. Our record of responsiveness is tarnished by the bureaucratic image of the school district employing us.

Many in the urban setting are experiencing severe alienation in the summer of 1968. A credibility gap exists which can only be closed if "professionals" take to the streets and neighborhoods with open minds and listening ears. The careful isolation of neighborhood volunteers from our schools must cease immediately. Our children are too important to perpetuate a myth that parents must not meddle in educational matters. Frankly, teachers need every bit of parental support now. More adults must stand together so our youth can view some consistencies in our fractured society. Information, orientation to our concerns, cooperative planning of programs leading toward solutions are necessary steps in involving our community in teacher education.

The record of instructional failure in some communities is so great that unorthodox solutions must be permitted by the "profession"...i.e., store front schools, learning in the home setting, mass parental training, all black leadership and staffing, public taxes to support experimental private ventures will have to be considered, and temporary licensing based upon new tests for competency.

We either must permit new approaches or stand indicted on our record of instructional failure in the most affluent society in the history of man. Lest anyone utter a complaint of too many children, too little money or a restrictive, paternalistic administration and school board, I remind you of our need for new political postures. Let us become intellectually, politically, and professionally honest about our real commitment to children and youth in our society. It is time that we stood and were held accountable for our record on the threshold of the 1970's. New coalitions must be formed. A teacher education revolution is needed now!!